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| SEND provision in MFL | |  | |
| Cognition and Learning | | Communication and Interaction | |
| Learning Challenges | Provision | Learning Challenges | Provision |
| • Accessing reading/ written work  • Poor memory and recall skills  • Recording written assessments or feedback to listening/ appraising activities.  • Poor sequencing skills  • Understanding Spanish | • using visual aids to support pupils in understanding words and phrases (use of Knowledge Organiser / word banks )  • Use word banks which include pictures.  • Check the media to make sure it does not create barriers for learners, eg font size/type,  • background colour, weight of books for pupils with physical difficulties.  • Some barriers for some pupils with dyslexia or a visual impairment can be removed in straightforward ways, e.g. by changing the font, background colours, etc.  • Use of ICT to reduce the need for pupils to rely on their short- or long-term memories.  • New learning fits into the framework of what the pupil already knows.  • A range of sources of assessment, including individual pupils’ successes in the lessons taking account of their oral contributions  • Smart grouping: pairing with a more able reader/writer.  • Build in lots of repetition.  • when writing up nouns in a language where the article changes according to gender, use different colours − so, for example, in Spanish where the noun changes, use red for el and green for la to identify the male and female  • Provide opportunities for pupils to join in all together before being invited to speak individually.  • Social stories | • Using their voice expressively  • Understanding and using new topic vocabulary  • Lower than expected levels of expressive vocabulary – ‘they can’t find the words’  • Following instructions and sequences | • Use different forms of communication − such as gesture − to compensate for difficulties when speaking  • Pre-teaching of new vocabulary prior to lesson.  • Send vocabulary word mats home before the topic begins.  • Limit vocabulary to that which is necessary to ensure progress.  • Children are allowed time to discuss the answers to questions with peers  • Children with communication impairments are given time to think about questions before being required to respond |
| Physical and/or Sensory | | Social, Emotional and Mental Health | |
| Learning Challenge | Provision | Learning Challenge | Provision |
| • Good acoustics are important for all language learning. A learning environment with poor acoustics can be improved by a sound field system.  • Interactive whiteboards are non-reflective to reduce glare  • Videos with overstimulating or challenging themes  • Poor motor control  • Hearing impairment  • Visual impairment  • Overly sensitive to sound/ noise | • background noise and reverberation are reduced  • sound field system is used, if appropriate  • glare is reduced there is enough light for written work  • teacher’s face can be seen − avoid standing in front of light sources, eg windows • pupils use hearing and low vision aids, where necessary, and video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.  • Provide sources and themes which are matched to the needs of the child. i.e. enlarged sources/visuals/I.T  • Support to avoid conflict/sensory overload – consider ear defenders, a quiet space to work in/ an effective way for a child to communicate any distress  • Use of subtitles where necessary | • Understanding own thoughts and contrasting with those of others  • Working effectively as part of a group  • Unable to relate to the different emotions being spoken about. | • Working in a small group with a trusted adult for emotional support.  • Some children could work individually  • Pre teaching and discussing the responses to the questions that will be asked.  • Clear rules and expectations, consistent boundaries, rewards and sanctions |



